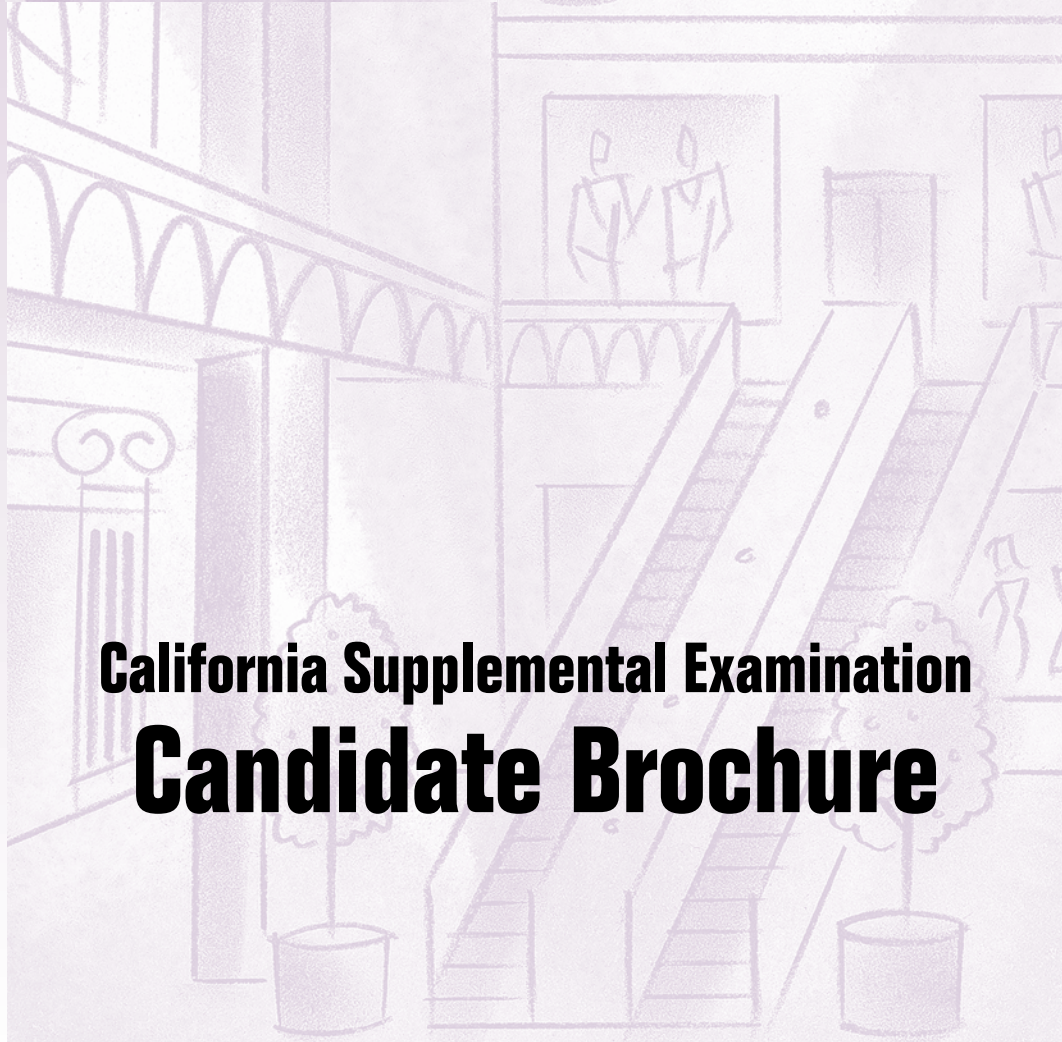


CALIFORNIA
ARCHITECTS
BOARD

*public protection
through examination,
licensure, and regulation*



**California Supplemental Examination
Candidate Brochure**

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California Supplemental Examination Candidate Brochure

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INTRODUCTION

To obtain a license to practice architecture in California, every candidate is required by the California Architects Board (CAB) to successfully complete a written examination and the California Supplemental Examination.

As in other states with unique needs and regulatory requirements, California administers a supplemental exam to ensure that candidates for licensure have the ability to demonstrate through oral communication that they have the necessary architectural knowledge and skills to respond to the conditions found in California.

The setting for architectural practice in California is distinct from that of other states in terms of the breadth, magnitude, and complexity of the individual circumstances that create its context. California's large physical size, large and diverse population, varied landscape and climate, high seismicity, distinctive legal framework, and massive economy create an unusually demanding context for architectural practice. Additionally, the varying interplay of these conditions for specific projects gives rise to even more complicated settings for the conduct of architectural practice in the state.

This brochure contains information in the following areas:

- examination content, including the Test Plan (see Appendix A) and scenario-based format
- examination administration, including preparation and procedures for the examination
- scoring and reporting
- sample scenario, questions, and responses (see Appendix B)

Please use this brochure not only as a study guide, but also as a resource to understand the administrative procedures used for the California Supplemental Examination. If you have any questions, call CAB at (916) 445-3394 or send an e-mail message to cab@dca.ca.gov.

EXAMINATION CONTENT

Test Plan

The Test Plan is the basis for the examination development and should be used as a guide to prepare for the California Supplemental Examination. The Test Plan consists of a list of tasks that California architects perform, with each task followed by a paragraph describing the knowledge that supports the task (see Appendix A).

All questions in the California Supplemental Examination address one or more tasks of the Test Plan. While not every task will be addressed by every form of the examination, candidates should be prepared to respond to questions dealing with any of the Test Plan tasks.

The Test Plan is based on the results of a 2001 statewide survey of practicing California-licensed architects. The Job Analysis Survey content addressed the full scope of architectural practice. Survey respondents rated architectural tasks and knowledge statements on two scales: their importance to technically sound and professionally responsible practice, and their frequency of performance on projects within California over the previous five years.

The survey results were used by a panel of California architects to determine the content areas that need to be assessed on the California Supplemental Examination to reflect current architectural practice in the state.

As part of that process, the panel compared the California Job Analysis Survey task list to the

job analysis survey task list for the national written examination, the Architect Registration Examination (ARE). Overlapping tasks were removed if they were considered not related to the special needs of California as a distinctive practice or if they were adequately addressed in the ARE to ensure competent practice in a California context. At the conclusion of the process, nine tasks were removed from the original set of 33, reducing the number of tasks to be included on the CAB Test Plan to 24 tasks.

The Test Plan is divided into two primary areas, and the tasks are organized into four categories as follows:

- ◆ **Organization of Architectural Practice**
 - A. Professional Organization (19.7%)
 - B. Professional Responsibilities, and Conduct (20.1%)
- ◆ **Delivery of Architectural Services**
 - C. Research, Programming, and Analysis (24.3%)
 - D. Project Scope and Implementation (35.9%)

The percentage in parentheses after each category title represents the portion of the examination that addresses that category's content. The percentages were derived from the ratings obtained by respondents to the California Architects Board Job Analysis Survey.

The first area of the Test Plan, **Organization of Architectural Practice**, emphasizes the

structure of the office and the associated responsibilities that go along with being an architect. The second area, **Delivery of Architectural Services**, focuses on the process that results in delivered architectural services.

While the new Test Plan includes some tasks that are very similar to those found in previous California Supplemental Examination test plans, it does not arrange the tasks of architecture according to the traditional sequence of “phases of practice.” Additionally, the new Test Plan includes some architect activities that address changes in practice and were found by the Job Analysis to be critical to current California practice, such as determining appropriate expanded services, participating in professional development activities, and establishing business management systems to conduct an architectural practice.

Some tasks may appear to be repeated in the Test Plan, but upon careful reading are actually distinct. For example, the issue of codes is present in Task 15 with respect to *whether* codes apply and then in Task 16 with respect to *how* certain codes apply to a project. For this reason, it is important to pay careful attention to the action verbs used in the task statements to correctly interpret and differentiate their meanings.

Examination Context

The approach to the California Supplemental Examination, the project scenario, was developed to provide candidates with a better opportunity to demonstrate their competence in the areas of architectural practice assessed by the Test Plan. Each form of the scenario-based examination is developed around a particular, hypothetical project and includes graphic and written documents. The project description and graphics provide a focus for the examination questions and establish a context for candidate responses.

The project scenario is a tool that provides greater continuity by unifying the questions around a particular examination context. The scenario-based examination facilitates candidates’ efforts to display their understanding of the integration of various aspects of project design and construction.

In addition to achieving a more authentic representation of real-life architectural practice, the scenario-based examination incorporates critical aspects of California practice into the examination context.

The project scenario generally involves a small- or moderate-scale, non-exempt project or a portion of a larger project. The project scenario documents typically may include the following:

- ◆ a single page of written information such as the project program, site description, and architect and client profiles
- ◆ two to four pages of graphics such as site plan, floor plan, elevations, sections, and/or details
- ◆ other project-related information such as a letter from the client, a transmittal from the contractor, a memo from the planning department, etc.

EXAMINATION ADMINISTRATION

Format

The California Supplemental Examination is a structured oral examination that lasts approximately 1.5 hours. During the California Supplemental Examination, the candidate is required to demonstrate through oral responses his or her overall understanding of architectural practice. A panel of three architect commissioners asks the candidate approximately 30 predetermined questions. The candidate's response is graded in relation to predetermined, standardized criteria. The flow of the entire exam follows a project through a natural course of development, from initial contact with the client through contract development, project design, and construction. In this way, the examination simulates an abbreviated version of an actual evolving practice situation.

The 1.5 hours allotted for the California Supplemental Examination should be adequate for the candidate to respond to all questions; however, a candidate is not penalized if more time is needed.

Every examination administration is tape recorded in order to produce a complete record of each candidate's responses to the questions asked.

The level of specificity required in a candidate's response varies in accordance with the questions. Bear in mind that the commissioners are listening for the level of competence expected from a newly-licensed

architect. Candidates are encouraged to present their answers as completely but concisely as possible. One- or two-word responses are not acceptable for any question.

Some of the questions ask for a particular number of examples. The candidate should pay close attention to provide only the required number in his or her response, because the commissioners cannot judge additional examples.

While the commissioners are experienced architects, they cannot make assumptions about candidates' knowledge or understanding. Commissioners can only judge explicit oral responses. Therefore, candidates must respond to each question as thoroughly as possible.

How to Use the Project Scenario Documents

Candidates are given the option to review a set of project scenario documents in a secure area for up to 20 minutes prior to their examination. This optional 20-minute review period is intended to familiarize candidates with the project that will be the basis for their examination. Candidates should use the review opportunity to get an overall picture of the context for the examination before individual questions are asked. Because the documents are available throughout the exam, no notes can or need to be taken. The examination questions do not require candidates to memorize in-depth knowledge of specific details about the project scenario.

Though not every question requires the candidate to rely on information from the project scenario documents, it is important to incorporate the scenario context into responses where appropriate. Many of the questions require the candidate to apply his or her understanding of architectural practice to the particular features and characteristics of the project scenario, such as its site conditions, program requirements, and regulatory concerns.

Previous experience with or in-depth knowledge of the specific project type is not the emphasis or goal of the scenario-based examination; however, the candidate is allowed to refer to his or her own experience with other types of projects where relevant to the question asked.

The following guidelines summarize the recommended approach for reviewing and using project scenario documents.

Before the examination:

- ◆ Attend the optional 20-minute period for reviewing the project scenario documents prior to the examination.
- ◆ Read through all of the written and graphic documents.
- ◆ Become familiar with the project site and program requirements.
- ◆ Consider any characteristics of the project that have particular significance in California (such as environmental concerns, coastal or central valley climatic conditions, etc.)
- ◆ There is no need to memorize the specific details of the scenario or the documents as they will be available throughout the examination.

During the examination:

- ◆ Keep the context of the project in mind when developing responses.
- ◆ Refer to the documents as often as necessary. Use them as in actual practice to help think through responses.

- ◆ Address the particular features of the project in responses where appropriate. Don't hesitate to state what seems obvious.

Administration Process

The following steps outline the processes of the California Supplemental Examination administration.

1. Candidates are provided with detailed scheduling information such as location, date, and time of their examination approximately 30 days prior to the examination administration.
2. On the day of the examination, the candidate should allow adequate time for travel and potential traffic or parking problems and should also plan to arrive at the exam site at least 15 minutes early to allow sufficient time for signing in for the examination.
3. Upon arriving at the exam site, the candidate signs in and presents photo identification to a proctor. The candidate then reviews a copy of the "California Supplemental Examination Guidelines for Candidates." The candidate waits in a designated waiting area with other candidates scheduled for the same examination time slot (typically approximately 18 – 25 candidates).
4. At the start of the optional 20-minute review period, the candidate may remain in the same room or may be escorted by a proctor to a separate waiting area to review the project scenario documents. The proctor assigns a separate set of documents to each candidate. The candidate reads through the project scenario documents to become familiar with the project that is the basis for his or her exam. The documents may not be written on, and no notes may be taken. Candidates are allowed **no more than** 20 minutes for the review.

Candidates who arrive late are allowed the remainder of the optional 20-minute review period to complete their review. Candidates who arrive **after** the optional 20-minute review period has ended are not allowed to review the project scenario documents prior to the examination.

5. At the end of the optional 20-minute review period, the scenario documents are collected, and the candidate waits in a designated area for a period of time until an examination panel is available. Discussion of the documents with other candidates is not allowed.

Since the examination is not timed and can vary in duration depending on the individual candidate, examination panels finish administering examinations at varied times; **therefore some candidates may wait beyond their scheduled examination time before a panel becomes available.**

6. A proctor notifies the candidate when the panel is ready to begin the examination. A proctor escorts the candidate to the exam room. A set of scenario documents is in the exam room and is available for the candidate to refer to throughout the examination.
7. The proctor asks the candidate to wait outside the exam room briefly while the proctor distributes the candidate's score sheets to the panel members. The proctor then starts the tape recorder and introduces the candidate to the panel members. The candidate verifies that he or she does not know any of the panel members. The panel members are not advised of the candidate's status (i.e., first time, repeat, relicensure, or reciprocity).
8. The 3-member panel asks and grades predetermined questions that address the areas of architectural practice covered in the Test Plan. Commissioners rotate the asking of questions to ensure that the candidate is asked

approximately the same number of questions by each commissioner.

9. Many of the examination questions refer to the project scenario, and the candidate is required to incorporate information and understanding of that project into his or her responses.
10. During the examination, the panel members may make notes to themselves. Candidates are advised to not be concerned or distracted by this note-taking, as it is not an indication of a candidate's performance.
11. At the conclusion of the examination, the panel excuses the candidate, who should then check out with the sign-in proctor.
12. The sign-in proctor distributes to the candidate a California Supplemental Examination Candidate Exit Survey that may be completed by the candidate and submitted to the proctor or mailed to the Board office.

Examination Procedures

The following are some standard procedures for the administration of the California Supplemental Examination:

- ◆ The candidate must respond to each question in the order it is asked. However, the candidate may ask that the question be repeated, and he or she may ask for time to formulate an answer before beginning the response.
- ◆ The commissioners are not permitted to use synonyms for words or terms; nor are they permitted to provide any further explanation of a question.
- ◆ Commissioners may ask the candidate to elaborate or be more specific in his or her response.
- ◆ A commissioner may ask the candidate to repeat his or her response if the commissioner did not originally hear the response.
- ◆ A commissioner may repeat a question if the candidate's response clearly indicates that the question was misunderstood.

- ◆ The candidate should pay close attention to provide only the required number of examples in his or her responses, because the commissioners cannot judge additional examples.
- ◆ Commissioners may ask a candidate to go on to the next question if the response begins to digress from the question at hand. Candidates should not interpret such an interruption as an indication of whether the response was competent or incompetent.
- ◆ If the candidate wishes to point to any area on the project scenario documents while giving a response, he or she must describe aloud what is being pointed to so that the tape recording can more accurately capture the response.
- ◆ No written or drawn responses are allowed.

Tape Recording

CAB tape records the California Supplemental Examinations in order to produce a complete record of each candidate's examination.

Prohibited Activities

Please remember the following:

- ◆ Candidates are not allowed to use any materials other than those provided during the California Supplemental Examination. Do not bring any portfolio, drawings, or specifications to the examination.

- ◆ Candidates are not allowed to mark on or otherwise make notes about the project scenario documents when reviewing them prior to the examination.
- ◆ Candidates are not allowed to keep any of the project scenario documents they are given to review prior to the examination.
- ◆ Candidates are not allowed to tape record, make notes, or refer to any materials other than the project scenario documents during the examination. This candidate brochure is not allowed in the exam room.
- ◆ Because CAB cannot assume responsibility for personal belongings, candidates are advised not to bring them to the examination. Any personal items that are brought to the examination (briefcases, purses, cellular telephones, pagers, study materials, etc.) must be left in the candidate waiting area.
- ◆ Candidates must abide by the provisions of California law regarding the security of licensing examinations (*see Appendix C*).

SCORING AND REPORTING

The scoring procedures and passing standards established by CAB are used to ensure that the process of evaluating candidate performance on the California Supplemental Examination is as objective and uniform as possible.

The California Supplemental Examination measures skills required to practice architecture in California and represents a standard of performance, or criterion, that an expert panel of California architects and consultants recommend to CAB as the minimum acceptable level for entry into the profession.

The California Supplemental Examination is a criterion-referenced exam, which means that a candidate's performance is assessed against an external standard, or criterion, rather than against the performance of other candidates. In licensure testing, it is crucial to determine whether a candidate is competent, not whether the candidate performs better or worse than other candidates.

Each commissioner is formally trained to consistently apply the defined grading criteria for the California Supplemental Examination. Commissioners are trained to determine whether the minimum acceptable level of competence has been demonstrated by the candidate. Each commissioner makes his or her judgments independently and records his or her judgments on a score sheet.

The percentages that follow the Test Plan category titles (e.g., Professional Organization – 19.7%) guide the assignment of points to the examination questions. For example, approximately 19.7% of the examination points will be assigned to questions that deal with the tasks in the Professional Organization category.

Questions vary in how many parts they have, and these parts vary in their point value. Not all questions are worth the same number of points. Candidates will be given points for each competently answered part of an examination question. Each judged part of a response is scored as competent when two of the three commissioners judge it to meet the grading criteria. A candidate's total examination score will equal the total number of points corresponding to all of the candidate's competent responses. Candidates whose total score does not meet the minimum passing standard will be required to repeat the entire California Supplemental Examination.

Candidates will receive their results approximately 30 days following their examinations. Results of the California Supplemental Examination are reported to candidates in terms of pass or fail scores. Based on the points earned for their examination, candidates who do not pass the California Supplemental Examination receive diagnostic information regarding their performance by Test Plan category.

Pursuant to Section 124.5 of the Board's regulations, a candidate who failed the California Supplemental Examination and who feels he or she was significantly disadvantaged due to a significant procedural error in or adverse environmental condition during the exam administration may write to the Board to request a review of his or her exam. In no instance would the result of the review be the reversal of a failing score to a passing score.

APPENDIX A

Test Plan

The following Test Plan document is a guide to help candidates prepare for the California Supplemental Examination. The Test Plan consists of a list of tasks that California architects perform, with each task followed by a paragraph describing the knowledge that supports the task.

All questions in the California Supplemental Examination address one or more tasks of the Test Plan. While not every task will be addressed by every form of the examination, candidates should be prepared to respond to questions dealing with any of the Test Plan tasks.

The percentages that follow the category titles (e.g., Professional Organization – 19.7%) guide the assignment of points to the examination questions. For example, approximately 19.7% of the examination points will be assigned to questions that deal with the tasks in the Professional Organization category.

I. Organization of Architectural Practice

Application of knowledge necessary to manage and provide professional services in a competent, ethical, legal, cost-effective, and timely manner.

A. PROFESSIONAL ORGANIZATION – The processes a practitioner uses for organizing resources and interfacing with project participants to deliver services. (19.7%)

1. Establish an internal organizational structure for project delivery.

To establish an internal organizational structure for project delivery, apply knowledge of considerations necessary for establishing a project team; knowledge of project management, including allocating personnel to tasks and scheduling project milestones; knowledge of how to determine the need for consultants based on project requirements; and knowledge of the procedures for coordinating staff, tasks, communications, and schedules.

2. Establish business management policies and procedures for architectural practice.

To establish business management policies and procedures for architectural practice, apply knowledge of an office business plan (mission statement, strategic plan, marketing strategies, succession plan, etc.); knowledge of employee training and professional development programs; knowledge of employee compensation and benefits programs; knowledge of issues related to conditions of employment, such as use of company resources, moonlighting, and adherence to general company policy; knowledge of technological resources, including communication, computing and

imaging devices, and software; knowledge of office financial management principles; and knowledge of office procedures for management decisions.

3. Establish the architect's role in relation to client and users.

To establish the architect's role in relation to client and users, apply knowledge of relationships with different types of clients; knowledge of methods to communicate with clients, such as meetings, memoranda, and reports; knowledge of contractual obligations with respect to clients; knowledge of relationships with different types of users; knowledge of methods to communicate with users, such as focus groups, interviews, and hearings; and knowledge of how cultural differences impact interactions with clients and users.

4. Establish the architect's role in relation to the community and special interest groups.

To establish the architect's role in relation to the community and special interest groups, apply knowledge of various types of special interest groups, such as environmental groups and citizens' advisory committee; knowledge of neighborhood physical context, such as scale and use; knowledge of neighborhood political and social context; and knowledge of methods to communicate with the community and special interest groups.

5. ***Establish the architect's role and responsibilities in relation to regulatory agencies.***

To establish the architect's role and responsibilities in relation to regulatory agencies, apply knowledge of agencies that may have jurisdiction over a project, knowledge of interrelationships among various agencies, knowledge of a process for effective communication and interaction with agencies, and knowledge of the architect's role and responsibilities in obtaining approvals and in communicating agency requirements to client.

B. PROFESSIONAL RESPONSIBILITIES AND CONDUCT –

Activities that respond to the laws, regulations, and professional standards that guide architectural practice. (20.1%)

6. ***Apply California's Architects Practice Act to the provision of architectural services.***

Apply California's Architects Practice Act to the provision of architectural services by applying knowledge of the purpose of the Practice Act; of administration of the Practice Act, such as licensing and enforcement; and of the content of the Practice Act, such as contract requirements, signing and sealing of documents, and responsible control.

7. ***Represent professional capabilities and experience to clients.***

Apply knowledge of how to accurately present professional capabilities and experience to clients; knowledge of communication tools and methods (such as marketing materials, resumes, and media presentations); and knowledge of how to adapt presentations to clients' specific needs (such as cultural considerations or client history).

8. ***Apply requirements of business law to the practice of architecture.***

Apply requirements of business law to the practice of architecture by applying knowledge of general liability issues, of local regulations controlling business operations (such as business license, fictitious names, and fees and assessments), and of state and federal laws pertaining to employer/employee relations.

9. ***Apply knowledge of construction law to the practice of architecture.***

Apply knowledge of elements of California construction laws, such as lien procedures and minimum warranty periods, and knowledge of California public work bidding and construction requirements to the practice of architecture.

10. ***Assess professional liability issues related to the conduct of an architectural practice.***

To assess professional liability issues related to the conduct of an architectural practice, apply knowledge of varieties of professional liability insurance coverages available; knowledge of special insurance requirements applied to different business models (such as joint ventures); knowledge of methods of limiting liability; and knowledge of statute of limitations and standard of care.

11. ***Participate in professional development activities.***

Participate in professional development activities using knowledge of professional associations and resources; professional development opportunities (such as independent study and technical, code, and vendor seminars); intern development programs; and community service opportunities.

II. Delivery of Architectural Services

The application and integration of architectural principles and knowledge to create or modify built environments consistent with the protection of the public's health, safety, and welfare.

C. RESEARCH, PROGRAMMING, AND ANALYSIS –

Procedures necessary for the assessment of relevant information in preparation for design of a project. (24.3%)

12. *Gather and analyze information relevant to the preparation of an architectural program.*

Gather and analyze information relevant to the preparation of an architectural program by applying knowledge of research and evaluation techniques; knowledge of building types, spatial requirements, and adjacency criteria for user activities; knowledge of performance requirements (such as comfort control, safety and security, and sustainability); knowledge of codes and regulations that influence the program; and knowledge of how to prepare a program report.

13. *Assess individual user needs relative to human activities, comfort, and health.*

To assess individual user needs relative to human activities, comfort, and health, apply knowledge of human factors (such as behavior patterns and ergonomics); comfort factors (such as light levels, temperature and humidity); and health issues related to buildings.

14. *Assess the inter-relationships of the natural and built environments.*

To assess the inter-relationships of the natural and built environments, apply knowledge of topographical conditions,

hydrological and geological conditions, climatic conditions, flora and fauna, the existing built environment (such as buildings and infrastructure), sustainability (such as energy use and resource conservation), and natural and human-caused hazardous conditions (such as seismic activity, fire, and hazardous materials).

15. *Determine which laws, codes, regulations, and standards apply.*

Use knowledge of local, California state, and federal laws, codes, regulations, and standards as well as community standards (such as homeowner association design guidelines) to determine which of these laws, codes, regulations, and standards apply to a project.

16. *Assess and apply specific provisions of relevant laws, codes, regulations, and standards.*

To assess and apply specific provisions of relevant laws, codes, regulations, and standards, apply knowledge of local requirements (such as General Plan, building regulations, and Zoning Ordinance) and local review and approval processes (such as plan check, design review, and environmental review); knowledge of state requirements and state review and approval processes; and knowledge of federal requirements and of federal review and approval processes.

D. PROJECT SCOPE AND IMPLEMENTATION – Integration and application of information leading to a solution that responds to project requirements. (35.9%)

17. Determine the scope of design services.

To determine the scope of design services, apply knowledge of types of design services, knowledge of the processes of developing, documenting and presenting design solutions, and knowledge of construction bidding and negotiation processes.

18. Determine the scope of construction phase services.

To determine the scope of construction phase services, apply knowledge of construction administration services, such as periodic observation, submittal review, and project close-out, and knowledge of the extent of on-site representation appropriate for the client or project.

19. Integrate the influences of the natural and built environments into a project.

To integrate the influences of the natural and built environments into a project, apply knowledge of the natural environment and its relationship to a project context, such as climate, geology, topography and flora and fauna; knowledge of the existing built environment, such as buildings and infrastructure; knowledge of state and local codes that protect the natural and built environments; knowledge of sustainability, such as energy use and resource conservation; and knowledge of natural and human-caused hazardous conditions, such as seismic activity, fire, and hazardous materials.

20. Determine appropriate building systems and integrate them into the project.

To determine appropriate building systems and integrate them into the project, apply knowledge of basic elements of structural, mechanical, electrical, plumbing, life safety, and conveying systems; knowledge of systems to resist seismic forces and of

systems to withstand unusual structural loading, such as dynamic and concentrated loads; knowledge of structural provisions of the building code; knowledge of environmental control systems, such as energy management; knowledge of energy provisions of the building code; knowledge of integrating building systems into the project as a whole; and knowledge of coordination of consultants.

21. Determine nonstructural elements and integrate them into the project.

To determine nonstructural elements and integrate them into the project, apply knowledge of which elements are nonstructural, such as fixtures and equipment items; nonbearing partitions; suspended ceilings; knowledge of nonstructural provisions of the building code; and knowledge of integrating nonstructural elements into the structure.

22. Document and communicate design solutions for project implementation.

To document and communicate design solutions for project implementation, apply knowledge of requirements for design drawings and related documents and for construction drawings, specifications, and related documents; knowledge of code-required special inspections and testing, such as field welding and high strength concrete; knowledge of how to review and check documents; knowledge of code conflict resolution; knowledge of coordination requirements with project participants (in-house, clients, agencies, and consultants), of requirements for supplemental written materials (letters, memos, etc.), of written and verbal communication skills required for project implementation, and of technology applications and their limitations, such as high tech communication, imaging, and computing devices and software.

23. *Perform construction contract administration.*

To perform construction contract administration, apply knowledge of the construction contract administration process; knowledge of relationships involving owner, architect, and contractor and of the limits of the architect's responsibilities; knowledge of documentation requirements, submittal evaluation requirements, observation procedures, and close-out procedures, such as lien releases, certificate of occupancy, notice of substantial completion; knowledge of construction conflict resolution strategies (e.g., mediation, arbitration, litigation); and knowledge of the architect's role and responsibilities relative to construction managers.

24. *Perform post-construction services.*

Perform post-construction services by applying knowledge of systems start-up procedures and building commissioning, move-in coordination services, record document preparation, operational and maintenance programming, facilities management, warranty review, and post-occupancy evaluation.

A P P E N D I X B

Sample Project Scenario, Example Questions, and Elements of Competent Responses

This appendix provides a sample of a project scenario that establishes the context for three examples of California Supplemental Examination questions. The sample project scenario contains a single-page written project description, several pages of graphic exhibits that are typical of the kind of documents that will be used for an actual administration of the examination, and may include additional project documents.

Using this appendix as a study tool, candidates should first review the project scenario to get an overall picture of the context for the set of examples of examination questions.

The examples of examination questions that follow the sample project scenario illustrate how the California Supplemental Examination questions are derived from the Test Plan tasks and relate to the scenario. The descriptions of elements of competent responses indicate the level of information sought in candidate responses and, where appropriate, describe how project scenario features are to be incorporated.

SAMPLE PROJECT SCENARIO

Program Description

Site:

Large urban seaside city in Southern California

Corner lot in historical part of town near the wharf

13,200 SF site in commercial/retail zone

Existing one-story 1960's building that has never been remodeled and does not meet accessibility standards

Type V – non-rated – wood frame and stucco

Building has no historic value.

Program:

Branch office for Best Bank

The bank has leased the entire 6,000 SF building; 4,200 SF is required for bank use.

The remaining 1,800 SF is to be subleased to a retail tenant, as yet undetermined.

In addition to tenant improvement plans, the bank wants to give the building a facelift and add two tower elements to the roof.

Architect Profile:

J.O.B. Architect is a 40-person firm, specializing in commercial/retail projects throughout California. You are the project architect for this bank project.

Client Profile:

Best Bank is a growing regional bank. This is J.O.B. Architect's first contract with this client.

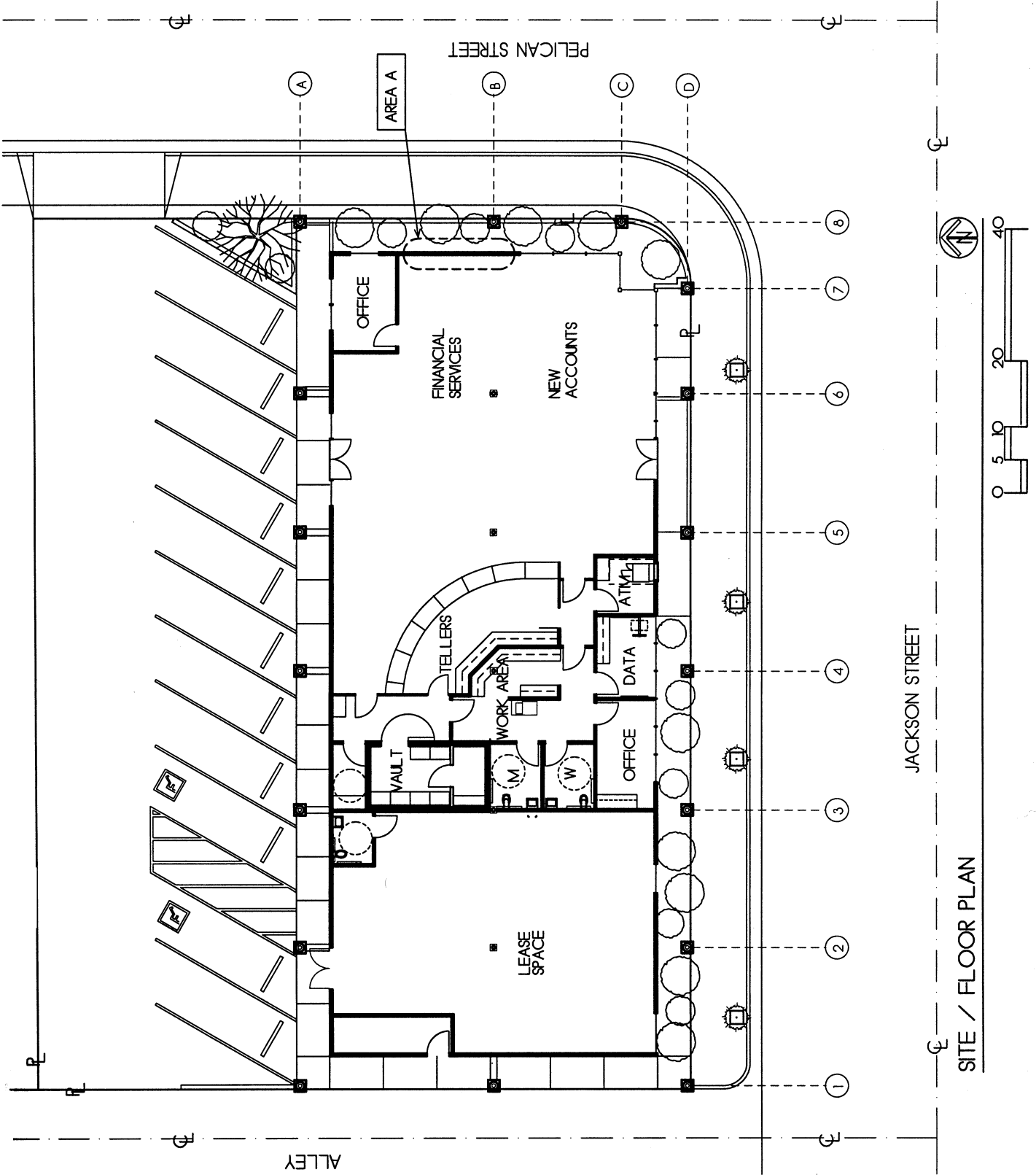
Graphic Exhibits:

A.1 Site/Floor Plan

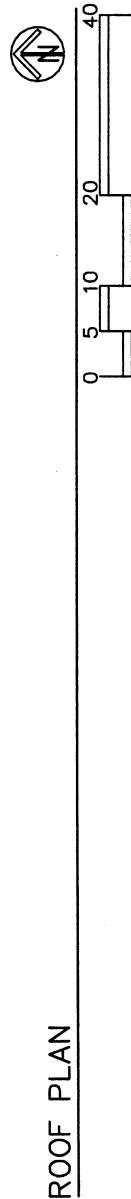
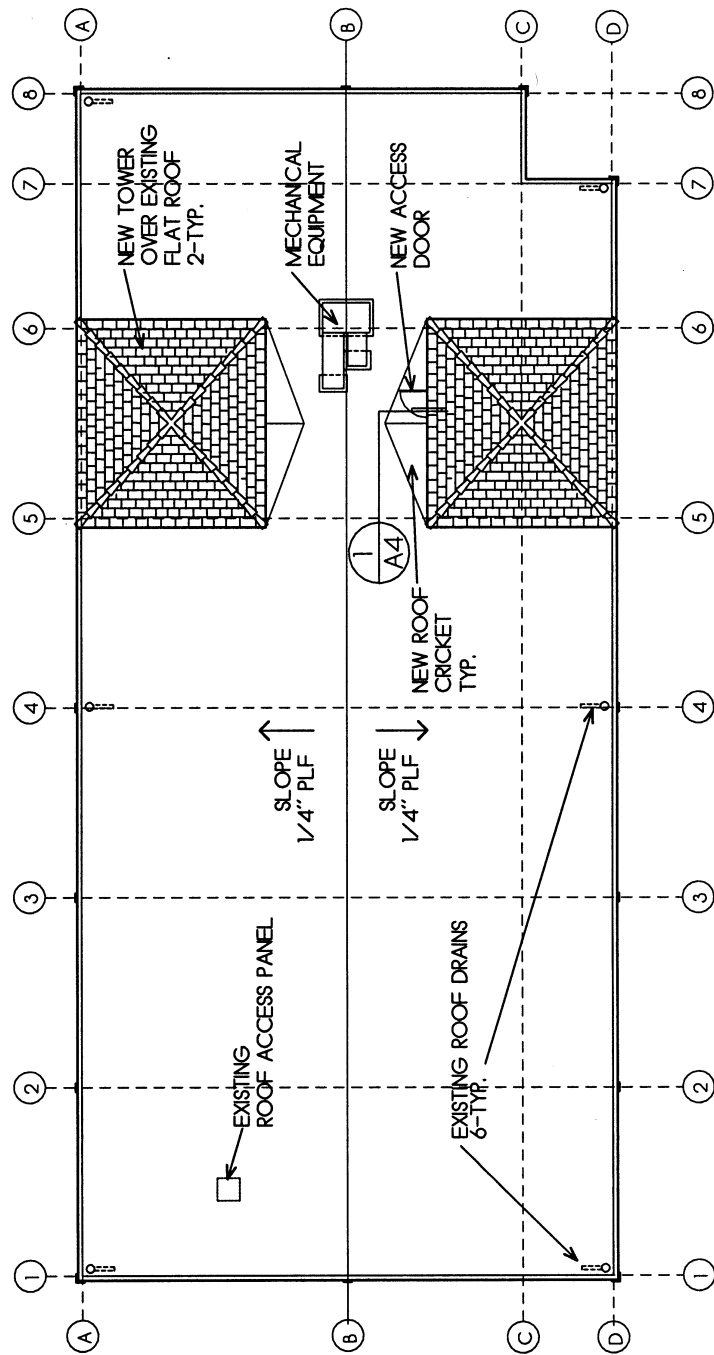
A.2 Roof Plan

A.3 South and East Exterior Elevations

J.O.B. ARCHITECT	100 Z STREET SUITE A FRESNO, CA	PROJECT DATA: SITE AREA: 13,200 SF EXISTING BUILDING: 6,000 SF	TENANT IMPROVEMENT FOR: BEST BANK BRANCH OFFICE 25 JACKSON ST. SAN DIEGO, CA	A.1
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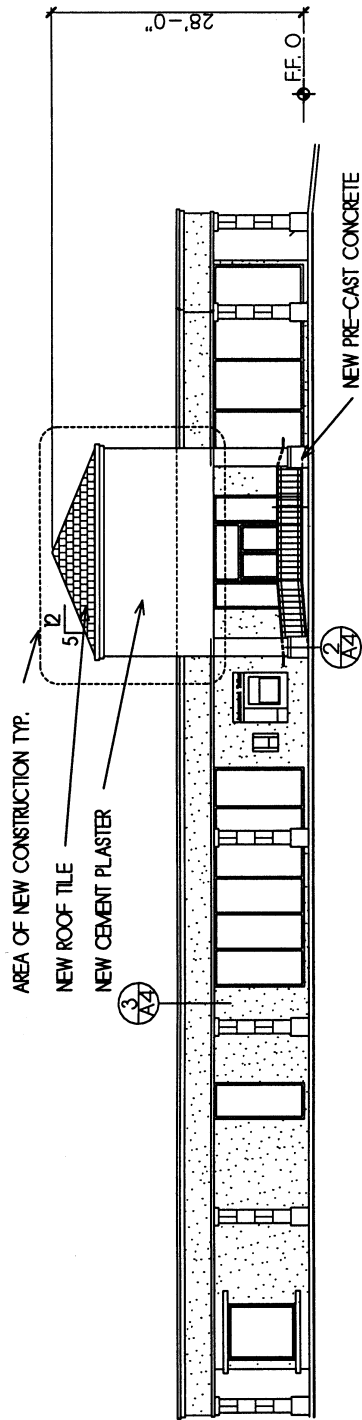


<p>J.O.B. ARCHITECT</p> <p>100 Z STREET SUITE A FRESNO, CA</p>	<p>PROJECT DATA:</p> <p>SITE AREA: 13,200 SF</p> <p>EXISTING BUILDING: 6,000 SF</p>	<p>TENANT IMPROVEMENT FOR:</p> <p>BEST BANK BRANCH OFFICE 25 JACKSON ST. SAN DIEGO, CA</p>	<p>A.2</p>
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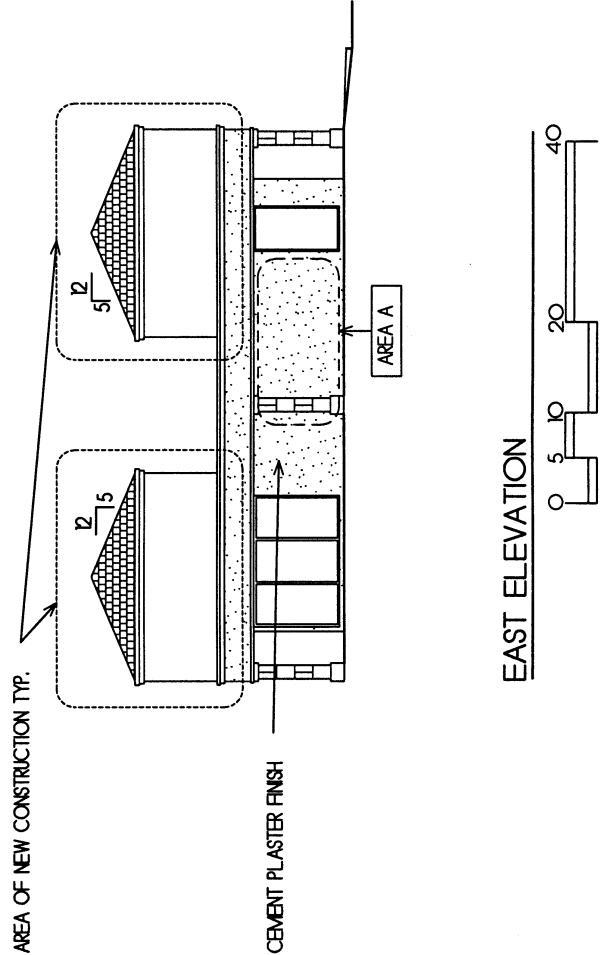


ROOF PLAN

J.O.B. ARCHITECT	100 Z STREET SUITE A FRESNO, CA	PROJECT DATA: SITE AREA: 13,200 SF EXISTING BUILDING: 6,000 SF	TENANT IMPROVEMENT FOR:	BEST BANK BRANCH OFFICE 25 JACKSON ST. SAN DIEGO, CA
A.3				



SOUTH ELEVATION



EAST ELEVATION

Sample Questions and Elements of Competent Responses

TEST PLAN TASK 15: Determine which laws, codes, regulations, and standards apply.

Question 1

Describe how you would determine which codes and regulations apply to this project.

Elements of a Competent Response:

A competent response includes a description of a process for researching the project to determine the codes and regulations that might be applicable; discussion may include identifying an implementing agency such as Coastal Commission or planning department and the process for determining the specific code and regulatory requirements.

TEST PLAN TASK 16: Assess and apply specific provisions of relevant laws, codes, regulations, and standards.

Question 2

Your design calls for the installation of a new storefront in the existing wall at Area A. Describe two specific California Building Standards Code provisions that you would address, and explain why.

Elements of a Competent Response:

A competent response would identify two CBSC provisions and would provide discussion that explains how each provision applies to the addition:

- Seismic provisions, due to reduction of possible shear wall
- Energy provisions, due to increased heat gain or loss through the glazing

TEST PLAN TASK 7: Represent professional capabilities and experience to clients.

Question 3

Your client asks you to design the security system for the bank. Your firm doesn't have experience in the design of security systems. Describe your response to the client.

Elements of a Competent Response:

A competent response will address the idea that the architect must accurately represent the firm's capabilities to the client, and that the architect for this project may need to bring in a security consultant to fulfill this need.

A P P E N D I X C

California Laws Relating to Examination Security

The following sections of the Business and Professions Code were enacted to ensure that state agencies can maintain the security of their exams.

§ 123. Subversion of Licensing Examination; Conduct; Misdemeanor

It is a misdemeanor for any person to engage in any conduct which subverts or attempts to subvert any licensing examination or the administration of an examination, including, but not limited to:

- (a) Conduct which violates the security of the examination materials; removing from the examination room any examination materials without authorization; the unauthorized reproduction by any means of any portion of the actual licensing examination; aiding by any means the unauthorized reproduction of any portion of the actual licensing examination; paying or using professional or paid examination-takers for the purpose of reconstructing any portion of the licensing examination; obtaining examination questions or other examination material, except by specific authorization either before, during, or after an examination; or using or purporting to use any examination questions or materials which were improperly removed or taken from any examination for the purpose of instructing or preparing any applicant for examination; or selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered licensing examination.
- (b) Communicating with any other examinee during the administration of a licensing examination; copying answers from another examinee or permitting one's answers to be copied by another examinee; having in one's possession during the administration of the licensing examination any books, equipment, notes, written or printed materials, or data of any kind, other than the examination materials distributed, or otherwise authorized to be in one's possession during the examination; or impersonating any examinee or having an impersonator take the licensing examination on one's behalf.

Nothing in this section shall preclude prosecution under the authority provided for in any other provision of law.

In addition to any other penalties, a person found guilty of violating this section, shall be liable for the actual damages sustained by the agency administering the examination not to exceed ten thousand dollars (\$10,000) and the costs of litigation.

- (c) If any provision of this section or the application thereof to any person or circumstances is held invalid, that invalidity shall not affect other provisions or applications of the section that can be given effect without the invalid provision or application, and to this end the provisions of this section are severable.

§ 123.5 Violation of Section 123; Remedy

Whenever any person has engaged, or is about to engage, in any acts or practices which constitute, or will constitute, a violation of Section 123, the superior court in and for the county wherein the acts or practices take place, or are about to take place, may issue an injunction, or other appropriate order, restraining such conduct on application of a board, the Attorney General or the district attorney of the county.

The proceedings under this section shall be governed by Chapter 3 (commencing with Section 525) of Title 7 of Part 2 of the Code of Civil Procedure.

The remedy provided for by this section shall be in addition to, and not a limitation on, the authority provided for in any other provision of law.

§ 496. Violation of Section 123; Denial, Suspension, or Revocation of License

A board may deny, suspend, revoke, or otherwise restrict a license on the ground that an applicant or licensee has violated Section 123 pertaining to subversion of licensing examinations.



California Architects Board

Public Protection Through Examination, Licensure, and Regulation

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